DOCUMENT RESUME

ED 233 005 SP 022 865

AUTHOR Pitiyanuwat, Somwung
TITLE Teacher Education Curriculum for the 21st Century: Peace Education Program.
PUB DATE Jul 83
NOTE 13p.; Paper presented at the World Assembly of the International Council on Education for Teaching (30th, Washington, DC, July 11-15, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Civil Liberties; *Conflict Resolution; Educational Strategies; Foreign Countries; *Global Approach; Higher Education; Humanism; Peace; Preservice Teacher Education; Schools of Education; *Teacher Education Curriculum; *Values
IDENTIFIERS *Thailand

ABSTRACT

The spirit of human rights and the desire for peace should be an integral part of the educational curriculum at all levels. If teaching for peace and human rights is to be convincing and effective, however, teachers must be trained who are motivated and aware of the issues. Faculty of Chulalongkorn University, a leading teacher education institution in Thailand, have conceptualized a program to help make teachers aware of values and ideology they can personally convey in their teaching, and of multiple implications, which contribute to objectivity in their teaching. Peace education is a minor field of study for the bachelors degree in education. This minor consists of courses including: introduction to peace science, peace education, conflict management, and a practicum in peace education. The courses and a model for student teaching and clinical experience in peace education are described. (SP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ERIC

ED273005

Teacher Education Curriculum for the 21st Century : Peace Education Program

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Somwung Pitiyanuwat
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

for presentation at

The ICET Thirtieth Anniversary World Assembly

Washington, D.C., July, 1983

by

Somwung Pitiyanuwat

Chulalongkorn University

Thailand

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

1. INTRODUCTION

Education has always been important to all countries in the world, at all period of history. Specifically, education is an important weapon in the struggle to overcome poverty, disease, social conflicts, and ignorance which all the people of the world are waging now. However, the role of education is not confined to winning the battle against poverty, disease, social conflicts, and ignorance alone, it will also help to develop nations, economically and socially. If education produces educated, capable and skilled manpower,

---

The author wishes to record his appreciation and gratitude to Chulalongkorn University and Faculty of Education for funding and making this presentation possible. He is indepted to Professor Dr. Prachoomsuk A. Amrung, and Associate Professor Dr. Prasarn Malakul for their invaluable suggestions and encouragement.

SP 022 865

the development of a country will progress satisfactorily. It should be noted so far that of the role and importance of education in contributing to a solid foundation of a nation's society. However, this firm foundation cannot develop if there is no peace and security. Thus, to be more effective, education, per se, is expected to play new role in developing peace and security of the world.

In the 21st century we do need to more concern with the human and civil rights of the individual and of organizations, and also pratices them more and more. Education for peace will play a very significant role in this matter. We have to teach on children live with each other in the face of the challenges of pollution, population, economic disparity, the nuclear armsrace and other conflicts. It should be aware of that for teaching for peace and human rights to be convincing and effectice,we do need qualified teachers who must be both aware and motivated. As recommended by UNESCO (1974, 1978, 1980, 1981) special courses on education for peace, disarmament and human rights should be included in all aspects of teacher education. These teacher education courses should :

a. sensitize intending and pratising teachers to the need for such education at preschool, primary and secondary levels, raising the issues in a manner which takes into account their own age, previous schooling and family and social background.

b. induce them to acquire the ability to work in a team, to establish with others, especially, pupils relations consistent with respect for human rights, and a desire for peace and to adjust or modify their own behavior, if necessary.

c. encourage them to feel the need for adequate knowledge and to discover appropriate methods of work.

In addition, education in a spirit of human rights and desire for peace should be perceived by all educators as an integral part of the curriculum at all levels.

Chulalongkorn University Faculty of Education as a leading teacher education institution in Thailand, felt that teacher education should help teachers to be aware of the values and ideology which they can personally convey in their teaching and the multiple implications which presents for objectivity of their educational work. Therefore, Peace Education Program as a minor field of study at the bachelor degree in Education is proposed.

It is the purpose of this paper to describe the Peace Education Program being developed at the Faculty of Education, Chulalongkorn University, and also to present some thoughts and principles used as a basis for teaching about Peace Education.

2. Peace Education Program and Course Description

The details of Peace Education Program are of the following :

2.1 A Four Year Program Leading to B.Ed. Degree with Minor Area in Peace Education

PEACE EDUCATION PROGRAM*

Proposed to

The Faculty of Education, Chulalongkorn University

General Constituents :

General Education	35	Semeter Credits
Subject Matter Area		
Major field	34	" "
Minor field	17	" "
Professional Education	40	" "
Electives	14	" "
Total	140	" "

Peace Education as a Minor Area :

Required Courses : (13 credits)

Introduction to Peace Science	2	" "
United Nations	3	" "
Peace Research	2	" "
Nuclear Energy	2	" "
Conflict Management	2	" "
International Law	2	" "
Total	13	" "

---

* Curriculum Development Team :

Prof., Dr., Mrs. Prachoomsuk Achava-Amrung, Major Gen. Samphau Srikacha

Prof., Dr., Mrs. Prasarn Malakul Na Ayudhya, Prof.,Mrs.Vilai Na Pompet

Ass. Prof., Dr., Mr.Somwung Pitiyanuwat, Ass.Prof., Mrs.Oonta Napakun

Ass. Prof., Miss Susom Patanasiri

Elective Courses : (4 credits)

Religious and Peace..... 3 Semester Credits

Psychological Communication..... 3 " "

Great Wars in World History..... 2 " "

Selected Topics in Peace Science..... 2 " "

Individual Study.....1-5 " "

Professional Education :

Peace Education..... 2 " "

Practicum in Peace Education and

Student teaching.....10 " "

2.2 Course Description

Introduction to Peace Science (2 Credits)

Changing attitudes of the people and policies of international organizations as well as national organizations including government towards peaceful world of tomorrow. Studies of their activities and contemporary accomplishments. Knowledge and understanding about solidarity of sub-continents around the world today and their on-going process.

United Nations (3 Credits)

A study of the origin, development, present specialized agencies and problems of the United Nations Organization. The United Nations will be intensively examined in regard on its role and contribution to World Peace, its strength and weakness in the area of world security, and future outlooks, including suggestion for reform.

Peace Research (2 credits)

The course is designed to offer the students world peace ideas and their problems for research work. Various research methods in finding solutions and development towards World Peace as well as searching possible ways to control, predict and prevent future wars and conflicts both local and global.

Nuclear Energy (2 credits)

General Knowledge of nuclear energy for peaceful uses. The nuclear issues debates and the perils of proliferation.

Conflict Management (2 credits)

A study on various aspects of conflict behaviour; basic personal and social psychological conflict, between man and man, and man and his various institutions, from families to nations. Concepts and principles of behavior modification to leassen conflict, personal and organizational level; problems arising from conflict and approaches to understand and manage human and organizational conflicts.

International Law (2 credits)

A study of nature, scope and sources of International Law, both public and preivate. Relation between international law municipal law, state and state-like units basic international transaction. General principles governing nationality, status of aliens, conflict of law, Jurisdiction over aliens and recognition of foreign judgement.

Psychological Communication (3 credits)

An introduction to psychological activities, mass communication, propaganda analysis, underlying theories and practies of foreign information services. The course is desigred to develop understanding and awareness of such psychological activities and how to encounter undesirable effects towards world peace.

Selected topics in Peace Science (3 credits)

Selected popular issues on world peace. Discuss in details identify their causes and theoretical solutions.

Individual Study (1-5 credits)

Independent study of interested topic on peace science under approval and advice of the department. A written case report is required for individual student.

Peace Education (2 credits)

Methods of teaching knowledge, training skill and developing peaceful attitude. School activities both inside and outside the classroom, teaching materials and school climate.

Practicum in Peace Education and student teaching (10 credits)

Actual practice in peace education and student teaching at selected educational institutions including field trips under supervision of assigned advisor.

3. Teching Principles for Peace Education Program

3.1 Teaching Principles

3.1.1 Peace Education must be taught in a cohesive and systematic way in terms of all subjects with the participation of all parents and community members, as will as teachers.

3.1.2 Teaching and learning about Peace Education must be based on students' real desires and wishes.

3.1.3 As instructors we must be ready to serve (Ponsen, T.C. 1982, 22-23) :

3.1.3.1 Peace Science ic. the knowledge about Peace Problems

3.1.3.2 Peace Teaching ic. the dissemination of Peace Education among Peace activists.

3.1.3.3 Peace Training ic. the monitoring of field work for exchanging of experience on the spot and in concrete situation.

3.1.3.4 Peace Behaviour ic. the realm of non-violent attitudes.

3.1.3.5 Peace Psychology ic. the fostering of a state of mind considering peace as attainable and worth being worked for.

3.1.4 The most important thing in teaching about Human Rights and Peace courses is instructors' attitude and institution atmosphere.

3.1.5 There are three components of teacning : Faith, Theory and practice.

3.2 Recommended Teaching Method

The above - mentioned teaching principles and guidlines lead to recommend Buddha's Teaching Method (Amornvivatana, S, 1983) as the most appropriate for teaching in the Affective Teacher Education Program like

Peace Education Program. This teaching method consists of three steps as follows :

1. Training in morality (self control both physically and verbally)
2. Training in mentality or concentration
3. Training in wisdom

However, the effectiveness of this teaching model is in the process of investigation at the Faculty of Education, Chulalongkorn University

4. An Example of Unit of Teaching about United Nations (Vudhikul, I and Vitayavndhikul, L)

From the course description and recommended teaching method, the following unit of Teaching about United Nations is developed.

The unit seeks to develop the understandings, skills and attitudes necessary for better relationships between our country and other, and at the same time to help in creating a greater sense of responsibility in the children as citizens of the world as well as of their own country. One of the foremost aims of the United nations is to "develop friendly relations among nations based on respect for the equal rights and self-determination of peoples." This unit does not attempt to cover all aspects of the United Nations, but concentrates on Thailand's participation in the activities of the Specialized Agencies.

The special objectives of the unit are to seek to develop an understanding of the aims of the United Nations, of the relationship of Thailand with other countries as acquired through the UN, and of Thailand's contribution in maintaining world peace. The skills sought

include analyzing, interpreting and evaluating the major aspects of the unit; listening, studying, and solving problems; expressing ideas through writing and speaking, making maps, charts, graphs, models and other visual aids concerning this topic; critical thinking. Attitudes to be encouraged are an appreciation of the possibility of world peace through the UN, Pride in the status of Thailand in the United Nations, and a sense of responsibility citizens of a UN member state.

Procedures utilized in working out the unit might include inviting resource personnel to provide firtst-hand information, open-forum discussions, locating and using audio-visual aids and other resources material, developing a bibliography. Student activities might take the form of passing examinations on the subject matter, debates, drawing, writing exercises, reading, watching filmstrips and carrying through other class projects.

The class may plan and build an exhibit about the Specialized Agencies of the United Nations. The students could share ideas in organizing the room, making models, arranging pictures, selecting newspaper clippings and displaying the flags of the UN member nations. A chart should show the chief branches and agencies of the United Nations, with those underlined of which Thailand is a member. Then, on a map of the world, colour blue the nations that are members of the United Nations. This room would be opened on UN Day, and students of other schools would be invited to visit it. Let the class criticize their own efforts to make this exhibit an effective reflexing of their understanding of the United Nations and its work.

5. Conclusion

This paper described the Peace Education Program of the Faculty of Education, Chulalongkorn University, Thailand. This program aims at producing qualified teachers for teaching about human rights and peace as a minor area of study, and also teaching in one subject matter area selected as a major. The detailed peace education progrm and also various course description were presented. More over Buddhas' teaching method is recommended for teaching in the Peace Education Program. Finally unit of teaching about United Nations is given. It is hope that this experimental program at Chulalongkorn University Faculty of Education will contribute to not only new line of research in this area but also make all people and nations live with other with more understanding and sympathy.

References

Amornvivatana, S. "Introductory Remarks" Workshop on the Improvement of Faculty of Education B. Ed. Curriculum. 12 June, 1983.

Hiromu, M. "Suummary Report of Peace Education" Paper Presented at the International Symposium on Disarmament Education. Hirochima, Japan, 1982.

Kanjananiyot, P. "Committee on Human Rights and Peace," The Bulletin of the Thailand National Commission for UNESCO. vol. IV, no.6, 1982, 45-50.

Kiss, L. J. and Csiszer, A. "Peace Research and Peace Movement." International Peace Research Newsletter. IPRA, 1982.

Malthai, W. "Teaching About Human Rights in School," The Bulletin of the Thailand National Commission for UNESCO. vol.XIV no.6, 1982, : 34-38.

Ponzen, T.C. "Educators' Progress," Peace Progress IAEWP Journal. Bangkok : Chulalongkorn University Press, 1982.

Theeravit, K. "University Curriculum for Disarmament Teaching in the Region," Paper Presented at Asian Seminar an Disarmament Education. Japan, 1982.

Vudhikul, I. and Vitayavndhikul, L. "Teaching Through a National Programme." Paper presented at the WCOTP Asian Regional Conference, Bangkok, Thailand, 1964.

UNESCO. Recommendation Concerning Education for International Understanding, CO-operation and Peace and Education Relating to Human Rights and Fundamental Fredoms. Adopted by the General Conference at its Eighteenth Session Paris, 19 November 1974.

UNESCO and WCOTP. Report on Consultation of Specialists on the Contents and Methods of Education for International Understanding, Peace, Disarmament and Respect for Human Rights, Morges, Switzerland, 1981.